



Year 3	Achieved (Date)
Spelling, Punctuation and Grammar	
I can spell common homophones and use them correctly (e.g. quiet and quite, won and one).	
I can use a range of prefixes correctly in my work (super-, anti-, auto-).	
I can use some suffixes correctly in my work (-ly, -ation).	
I can use the first letters of a word to check spelling in a dictionary.	
I can spell some of the year 3 and 4 common exception words correctly.	
I can spell many of the year 3 and 4 common exception words correctly.	
I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	
I can choose nouns or pronouns appropriately to avoid repetition.	
I can experiment with a wide range of punctuation, although use may not be accurate (e.g. commas, brackets, ellipsis, dashes).	
I can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	
I can use apostrophes to mark plural possession (the girl's name, the girls' names) and understand the grammatical difference between plural and possessive.	
I can sometimes punctuate direct speech correctly using inverted commas.	
I can use prepositions, conjunctions and adverbs to express time and cause (e.g. before, after, during, in, because, of).	
I can use the forms a or an according to whether the next word begins with a consonant or a vowel.	
I can use past and present tense correctly in many pieces of writing.	
I can identify subordinate clauses and sometimes use them correctly in my writing.	
Handwriting	
I can maintain my handwriting with fluency, ensuring that ascenders and descenders are formed correctly.	
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	
Composition	
I can use linguistic features (e.g. similes) to make my writing more interesting.	
I can develop characters and describe settings, feelings and emotions.	
I can plan my writing by discussing and recording ideas.	
I can draft my writing after orally rehearsing what I want to say.	
I can develop and extend ideas logically in sequenced sentences.	
I can make writing lively and interesting, varying sentence length and using a range of punctuation for effect.	
I can evaluate and edit my own writing and suggest improvements.	
I can evaluate and edit grammar and vocabulary to improve my work.	
I can group ideas into paragraphs accurately around a theme.	
I can use organisational devices such as headings, subheadings, bullet points.	
I can produce work which is organised, imaginative and has a clear structure.	
I can link ideas and events, using strategies to create flow (e.g. last time, also, after, then, soon, at last, and another thing).	

I can analyse different text types before writing to understand structure, vocabulary and grammar.	
I can proof read for spelling and punctuation errors.	
I can read my writing aloud to a group or the whole class, using appropriate intonation and volume so that the meaning is clear.	

	Emerging	Emerging +	Developing	Developing +	Secure	Secure +
Score	3-6	7-9	10-14	15-19	20-23	24+